

Annual Report 2022



Baynton West
PRIMARY SCHOOL



Acknowledgement of Country

Ngayintharri-Gumawarni-Ngurrangka (We all come together for country)

We respectfully acknowledge the past, present
and emerging
custodians of this land on which we meet, the
Ngarluma people.

It is a privilege to be standing on Ngarluma
country. We also
acknowledge the contributions of Aboriginal
Australians and non-
Aboriginal Australians to the education of all
children and people in
this country we all live in and share together -
Australia.

Baynton West Primary School proudly lives and learns on
Ngarluma country

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SCHOOL BOARD CHAIRPERSON'S REPORT

After many years of advocating for an investment in new buildings, the School Board was very pleased to receive a \$5.5M commitment from the State Government to build a new 4 room teaching block and a new 2 room pre-primary block. Construction is underway and its great to see the hard work of the staff being supported with new infrastructure.

The School Board has, for many years, had a vision to establish an Aboriginal Early Learning Program for children aged 0-4 and their parents and caregivers. Through a 3-year funding partnership with Rio Tinto, Waja Guma Early Learning Program opened in mid-2022. The School Board is immensely proud of this and looks forward to Waja Guma's ongoing success.

I'd like to thank the School Board members for their continued commitment and support in what has been a busy year; Mark Bradley (Deputy Chairperson), Susan Grylls, Rebecca Brooks, Nancy Milligan, Cory Byers, Mia Zaknich, Lisa Ledger (Principal), Freyja Lucas (Deputy Principal), and Justine Passmore (Executive Officer). I'd also like to acknowledge a retiring board member for his contribution, Adam Mian.

Baynton West Primary School is very grateful to have such talented and passionate staff. The School Board recognises the commitment and devotion to your roles in educating our children and we appreciate the important work you do every day. I'd like to acknowledge the school's leadership team, led by our Principal, Lisa Ledger. Her dedication and passion as an educator is inspirational.

Yours sincerely

Travis McNaught

Baynton West Primary School Board Chairperson



SCHOOL BOARD



TRAVIS MCNAUGHT
School Board Chairperson



REBECCA BROOKS
School Board Member



CORY BYERS
School Board Member



SUSAN GRYLLES
School Board Member



LISA LEDGER
School Board Member



FREYJA LUCAS
School Board Member



ADAM MIAN
School Board Member



NANCY MILLIGAN
School Board Member



JUSTINE PASSMORE
School Board Member



MIA ZAKNICH
School Board Member

Principal's Message

2022 was certainly a year to remember, we commenced the year positive in an uncertain world where the global pandemic was wreaking havoc. Despite this, we maintained student achievement and progress by offering online learning programs and support and maximising high impact teaching when students were at school.

Many students and their families were affected by COVID during Term One and Two, however, high levels of attendance and wellness were re-established during Semester Two. Our staff attendance was decimated by the virus during Semester One, however, the large numbers of teacher interns made it possible to conduct a business-as-usual approach to keeping all classes open and largely minimising disruption.

For the second year in a row, we have received public acknowledgement for our very high performance, indicating that, in partnership with our families, we were able to carry on amidst a devastating global health crisis.

On another note, we officially opened Waja Guma, our Rio Tinto sponsored Aboriginal Early Learning Program for 0–4-year-old children and their caregivers. The opening of the Centre was attended by the Honourable Sue Ellery MLC, Minister for Education, The Honourable Kevin Michel MLA, Member for Pilbara, Ms Cheryl Parkin, Director of Education, Pilbara and Ms Gee Van Urk from Rio Tinto. We hosted many locals who were involved in the program's establishment or who have provided ongoing support, including the City of Karratha. We opened on 26 July after a few cancellations due to COVID, it was a joyful experience for us all, especially when the dignitaries visited the centre and got to 'play' with the children.

Much of what we do as educators at Baynton West Primary School is unseen by the community but has an impact that positively affects our students' learning. Our prime intention is to create calm and orderly classrooms, with minimal disruptions throughout the day so teachers can focus on teaching. Secondly, we support our staff to teach using high impact strategies based on neuroscience, and lastly, our students are all placed on a level playing field due to the conditions of low variation teaching within year levels. We create scope and sequences in English and Mathematics and ensure year level teachers are provided with common planning time to develop lessons together. School and year level leaders coach our staff to develop common approaches across the school.

Leading Baynton West Primary School is an all-consuming passion and one of my great loves, but would be impossible without the Deputy Principals, Ms Freyja Lucas, Mr Blair Johns and Ms Morgan Shaw. Ms Shaw is relocating to Perth at the end of 2022, we wish her the best and thank her for her strong leadership.

Miss Ashley Smith, Mrs Megan Sheppard and Mrs Justine Passmore also provide unparalleled leadership in their roles and I thank them whole heartedly for the work they do in their roles as: Curriculum and Coach, Learning Support Coordination and Manager of Corporate Services.

Our School Board is dynamic and hardworking, Mr Travis McNaught (Chair) and Mr Mark Bradley (Deputy Chair) provide a strong and supportive framework for Governance and lead the dedicated team of Mrs Nancy Milligan, Mrs Mia Zaknich, Mr Adam Mian, Mrs Susan Grylls, Mr Corey Byers, Mrs Rebecca Brooks, Ms Freyja Lucas with Mrs Justine Passmore as our Executive Officer. I thank them for all their guidance and support.

Thank you to all of you and as always, 'Children are at the heart of our School.'

Lisa Ledger





"Our students definitely turn lemons into lemonade"

 TOP 3 SCHOOLS BY AREA			
BUNBURY		PERTH (NORTH-EAST)	WHEATBELT
<ul style="list-style-type: none"> Bunbury Senior High School Newton Moore Senior High School St Mary's Catholic Primary School 		<ul style="list-style-type: none"> Ballajura Primary School Chisholm Catholic College West Beechboro Primary School 	<ul style="list-style-type: none"> Katanning Senior High School John Calvin School (Albany) Narembeen District High School
MANDURAH		PERTH (NORTH-WEST)	OUTBACK NORTH
<ul style="list-style-type: none"> Greenfields Primary School Frederick Irwin Anglican School South Halls Head Primary School 		<ul style="list-style-type: none"> Australian Islamic College (Dianella) Emmanuel Christian Community School Warriapendi Primary School 	<ul style="list-style-type: none"> Baynton West Primary School Broome North Primary School Tom Price Senior High School
PERTH (INNER)		PERTH (SOUTH-EAST)	OUTBACK SOUTH
<ul style="list-style-type: none"> Mt Lawley Senior High School Presbyterian Ladies' College St Peter's Primary School 		<ul style="list-style-type: none"> Australian Islamic College (Thornlie) Caladenia Primary School Wattle Grove Primary School 	<ul style="list-style-type: none"> Champion Bay Senior High School Nagle Catholic College St Mary's Primary School (Kalgoorlie)
		PERTH (SOUTH-WEST)	EXTERNAL TERRITORIES
		<ul style="list-style-type: none"> Melville Senior High School Oberthur Primary School Rossmoyne Senior High School 	<ul style="list-style-type: none"> Christmas Island District High School

Source: Australian Curriculum, Assessment and Reporting Authority

Baynton West Primary School was featured as one of top 3 schools by area in the West Australian

Our Pillars of Success

Children are at the Heart of our School

Our vision is divided into three pillars which drive what we do each day. It dictates how we allocate resources, how we represent our school and how we engage with each other.

Our Pillars are Wellbeing, Student Learning and Pedagogy.

Wellbeing

This focuses on being connected with peers and with staff through building and strengthening relationships.

Student Learning

Providing our staff with time to plan together and resources to assist with lesson design and delivery. All classes adopt a common approach to ensure consistency.

Pedagogy

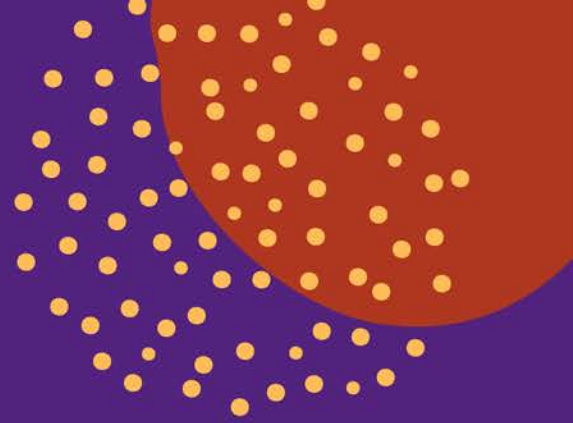
This is the 'art' of good teaching, we use a research-based and student data driven approach to promote great teaching and each of our school leaders work alongside our teachers in classrooms. Expert teachers are given time to support those in their early career stages.

Wellbeing	Student Learning	Pedagogy
<ul style="list-style-type: none"> • Positive Behaviour Support curriculum program • Culture and Country focused – proud to be learning on Ngarluma Country • Anti-Bullying and Good Standing policies • Special Educational Needs supported • Attendance is a priority • Celebrations of success; Principal's High Tea, Leadership Luncheons, Maths Mastery badges, Red Dog behaviour and attendance reward, Holiday Reading programs • Nurture and Care program • Sensory Needs prioritised • Partnership with WA Clinical School of rural Health. • Partnerships with outside agencies, corporations, and NDIS • Trauma informed • Large number of staff First Aid trained 	<ul style="list-style-type: none"> • High impact Teaching strategies • School Developed Scope and sequence based on the WA School Curriculum and Standards Authority • Higher order thinking using Bloom's Taxonomy • Parent Information Sessions and online seminars • Extracurricular program • Reading Embassy and Mastery • Before School programs • Student Voice and Leadership opportunities 	<ul style="list-style-type: none"> • School leaders as Pedagogical Coaches and visible in the school • Mentoring of new staff: two level three teachers • Classroom observation and feedback for all staff • Collaborative planning for all year levels • Research based teaching practices • Lessons planned around student achievement and progress data



Students are at the
heart of our school

School Priorities August 2019 - 2022



Success and Celebration

Baynton West Primary School promotes high achievement and excellence through providing enriching opportunities. We encourage and celebrate success for all.

Allegiance with our stakeholders

Baynton West Primary School values student agency and commitment through positive engagement with students, staff and our community; allowing individuals to be heard and respected through strong partnerships.

Higher Order Thinking for the Future

Baynton West Primary School provides diverse opportunities for students to apply higher order thinking skills through an integrated, future focussed curriculum.

The Baynton West Way

Our values are reflected in everything that we do. We call it 'The Baynton West Way'.

Integrity means we take responsibility for what we say, what we do and who we are. We demonstrate this by having the *courage* to do the right thing with *fidelity* and *consistency*.

Innovation means we are continually striving for ways to achieve success for all in a *world of continuous change*. We demonstrate this by providing responsive *learning* and encouraging deep thinking and *creativity*.

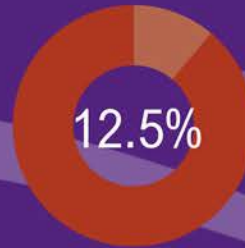
Dedication means our *determination* to apply the best of ourselves in everything we do. We demonstrate this by persisting with positive action to overcome obstacles and challenges.

Community means being there for one another. We demonstrate this by treating everyone *equitably* and with *respect*. We listen with empathy and act with compassion.

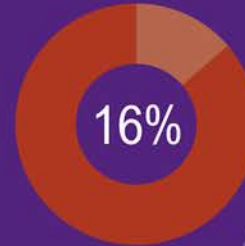


2022 Student Profile

835
Total
Student
Population



Students with a disability



Aboriginal Students



Transiency rate of students

53% Boys

47% Girls

Independent Public School since commencement in 2013

Index of Community Socio-Educational Advantage (ICSEA): 995



The Baynton

Opening our doors for the first time in 2013, Baynton West Primary School is located in the North-West of Western Australia within the beautiful Pilbara region. Consisting of over 500,000 km², the Pilbara is home to many rich and diverse cultures. Drawing upon this vibrant community, we provide educational successes to each and every one of our 835 students of which 16.4% are proudly Aboriginal and we continue to grow with each passing year.

We are positioned upon Ngarluma Land and proudly demonstrate our ongoing commitment to recognising the Traditional Owners of this land and their ongoing contributions to our country, our people and our futures.

The 'Baynton West Way' has become a way of life for many of our students and staff. Integrity, innovation, dedication and caring are our key guiding beacons, and our school vision of, 'Children are at the heart of our school' embodies everything we do, every day. Entwined in that vision is our moral purpose of making sure children exceed their academic potential and that their emotional and social needs are met.

We have observed over the years that children's self-esteem is boosted by achievement and progress brought about by hard work and regular school attendance. We recognise that we work in close partnership with our children's family and that we are a team in the learning process. We acknowledge the support of the silent majority who assist their children through homework, morning reading, attending meetings, and by being 'present' throughout the primary school years.



West Way

We embrace the challenge of providing our students with a rich and responsive curriculum, promoting high achievement and excellence through ongoing self-reflection and goal setting, heavily emphasising English, mathematics and science. An integrated future focused curriculum which caters for diverse learning styles prepares children for life in 21st century.

The cross curricular priority of Science, Technology, Engineering and Maths (STEM) creates opportunities for children to challenge existing understandings and take the lead in the education process. Together with our innovative approach to languages (Mandarin), our students are at the forefront and primed for a successful future. We have tight bonds with the community and regularly call on expertise to enhance our ambitious, child centred targets.

As a proud Positive Behaviour School (PBS), we understand the need to teach 'behaviour' as part of our curriculum. We use four positive powers (Becky Be Your Best, Safety Boy, Rosie Responsibility and Mr Resilient) to educate children about how to work with others and be part of a functioning group. Positive social behaviours are not assumed, instead they are explicitly taught through our PBS program that is woven throughout every aspect of our life at school.

With strong School Board governance and an active P&C we work closely with our parent community and they provide us with opportunities to enrich the lives students in our care.

Our foundations have formed powerful traditions and we are constantly seeking ways to work with our community. We are proud of the support our parents and caregivers provide which contributes to the wonderful atmosphere throughout our school.

Our strong and courageous leaders, students, parents, caregivers and staff bring fun and laughter to our school on a daily basis. Our students definitely turn lemons into lemonade.

Our Targets

1 Year 3-5 NAPLAN growth score with the stable cohort for Reading, Writing, and Numeracy is greater than the 'like school' and state average scores.

In 2022 we are unable to report on Target 1 due to NAPLAN in 2020 being cancelled. Therefore, there is no comparable data from 2020 for our 2022 Year 5 cohort.

2 To reduce the differential score between WA Public schools and students in Year 3 & 5 in Reading, Spelling, Writing and Numeracy (NAPLAN)

Partial Achievement - In 2022, our students surpassed the WA Public School mean in all but three areas across Year 3 and 5.

Year Levels	Subject	2022 Differential Growth School v WA Public Schools
Year 3	Numeracy	-9
	Reading	-9
	Writing	+9
	Spelling	+7
Year 5	Numeracy	+6
	Reading	-2
	Writing	+22
	Spelling	+7

3 15% or more of our students are in top 2 proficiency bands in Year 3 & 5 for Numeracy, Spelling and Writing (NAPLAN).

Achieved in all areas and year levels.

Year 3

Assessment Area	Baynton West Primary School	WA Public Schools
Numeracy	25%	33%
Spelling	53%	47%
Writing	59%	50%

Our Targets

Year 5

Assessment Area	Baynton West Primary School	WA Public Schools
Numeracy	27%	25%
Spelling	39%	38%
Writing	36%	22%

4 75% of students in Years 2, 4 & 6 demonstrate growth greater than 5 scaled points when Progressive Achievement Tested (PAT) tested in the same calendar year in Reading and Maths.

Not achieved

Maths

Year 2 – 64% average gain of 5 or more scaled points or more

Year 4 – 59% of stable cohort achieved an increase in 5 scaled points or more

Year 6 – 72% of stable cohort achieved an increase in 5 scaled points or more

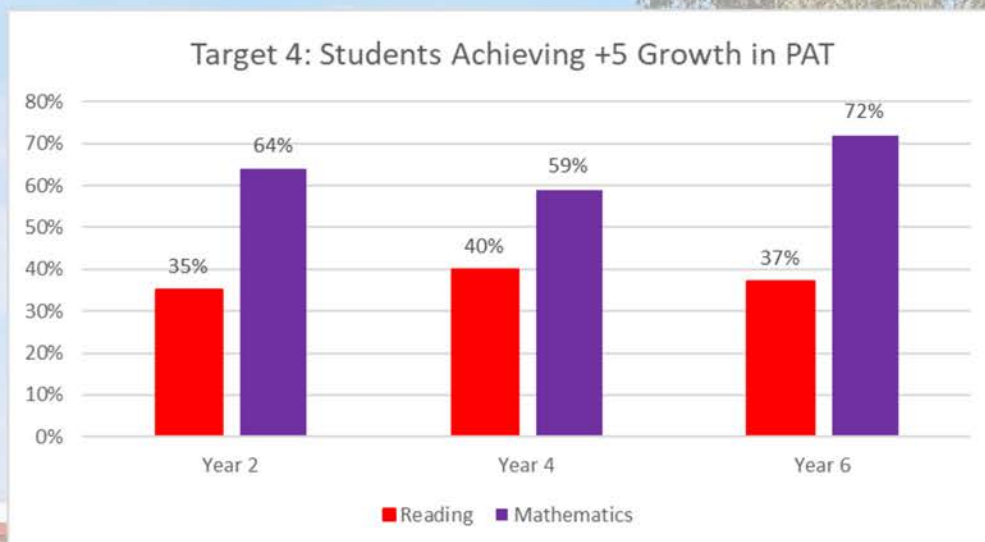
Reading*

Year 2 – 35% of stable cohort achieved an increase in 5 scaled points or more

Year 4 – 40% of stable cohort achieved an increase in 5 scaled points or more

Year 6 – 37% of stable cohort achieved an increase in 5 scaled points or more

* Care must be taken when making comparisons between Semester 1 and Semester 2 reading comparisons as two different tests were utilised (PAT Reading 5th ed & PAT Reading Adaptive). Reading tests from 2023 have transitioned to the new PAT Reading Adaptive assessment which will provide a more individualised analysis for each student, allowing for increased accuracy on student growth.



5 65% of Aboriginal students in Years 2, 4 & 6 demonstrate growth greater than 5 scaled points when Progressive Achievement Tested (PAT) tested in the same calendar year in Reading and Maths.

Achieved in 1 out of 6 areas

Maths

Year 2 – 34% achieved an increase in 5 scaled points or more

Year 4 – 67% achieved an increase in 5 scaled points or more

Year 6 – 46% achieved an increase in 5 scaled points or more

Reading

Year 2 – 25% achieved an increase in 5 scaled points or more

Year 4 – 17% achieved an increase in 5 scaled points or more

Year 6 – 36% achieved an increase in 5 scaled points or more

Our Targets

6 Increase regular attendance to 85%

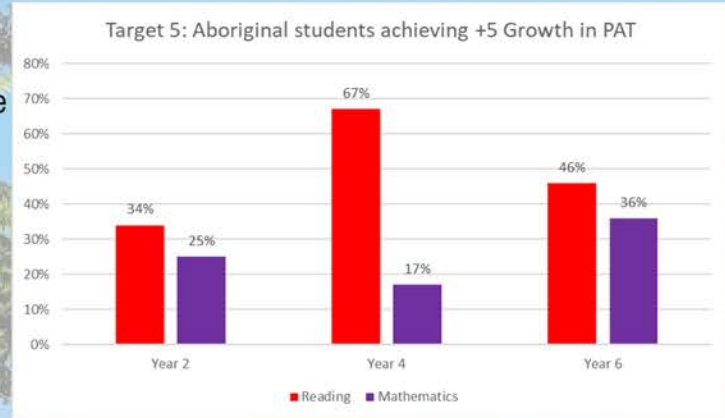
Not achieved – Impact on attendance rates possibly due to the increased prevalence of COVID-19 in the community.

7 Reduce the number of students in the moderate/severe attendance category (less than 5%)

Not achieved with no improvement noted

5. Increase the percentage of parent education seminars with more than 15 parents in attendance

These were made available for parents to access at their convenience from our school website. We had 96 views from July 2021.



	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	67.7%	18.7%	8.4%	5.3%
2021	68.2%	18.7%	7.7%	5.3%
2022	53.9%	27.1%	11.7%	7.4%
Like Schools 2022	51.6%	32.2%	12.6%	3.5%
WA Public Schools 2022	51.0%	32.0%	13.0%	5.0

6 75% or more of parents/caregivers pay their children’s’ voluntary contributions and charges

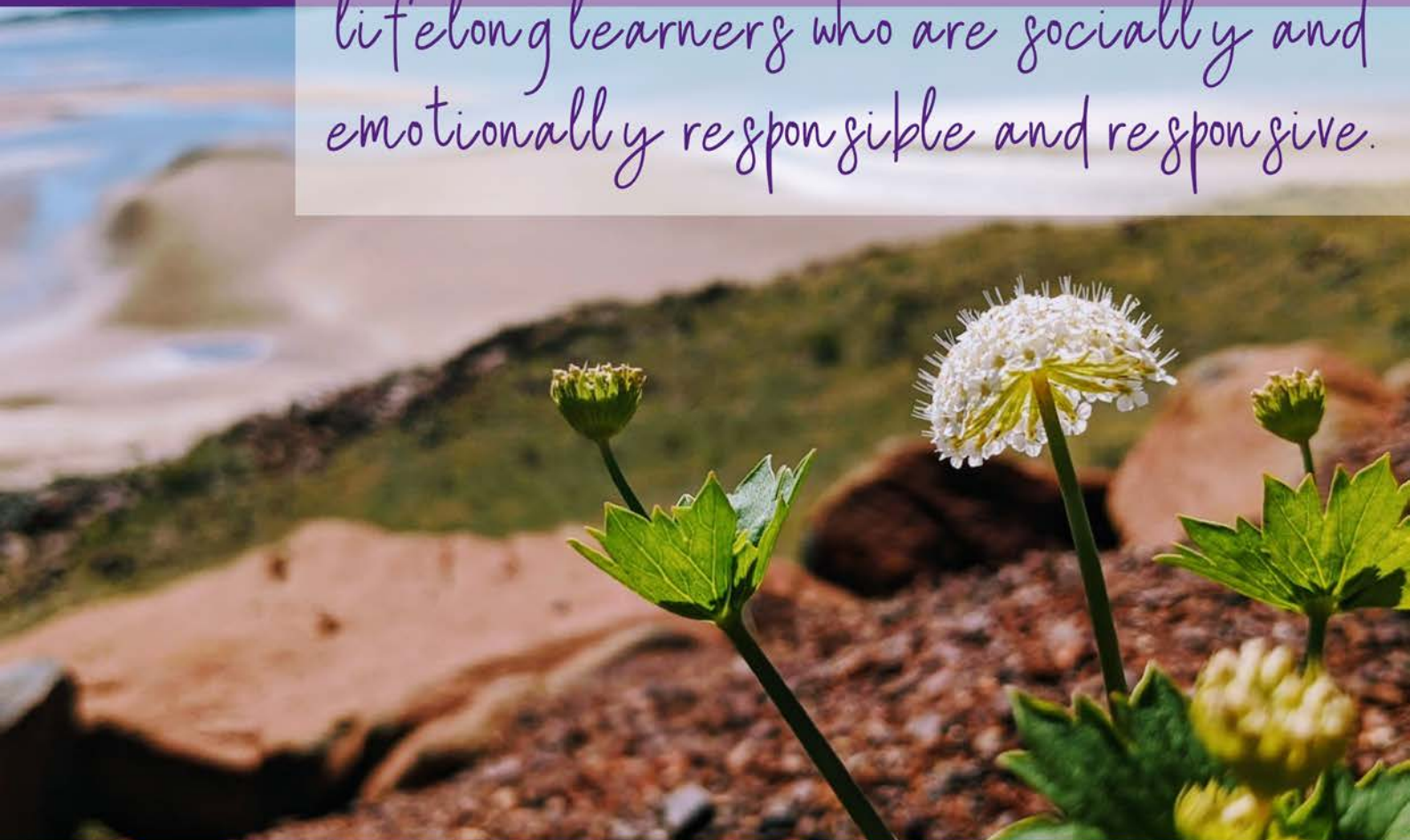
Not Achieved – *there is an overall decline of 3.1% of parents/caregivers paying their voluntary Contributions and charges.*

Year Level of Collection	As of December 2022
Kindy	64%
Pre Primary	52%
Primary	52%
Total	54\$



Our Moral Purpose

Baynton West Primary School provides educational opportunities to build upon individual strengths in a safe, inclusive, and supportive environment, which is engaging and pursues high academic performance. Our school community works together to build lifelong learners who are socially and emotionally responsible and responsive.



Student Voice

Continuing to serve as a major pillar within the school's priorities, Baynton West Primary School values student agency and commitment through positive engagement with students, staff and our community; allowing individuals to be heard and respected through strong partnerships. Within this, student voice really is at the centre of all we do at Baynton West Primary School.

Playground Leaders

2022 saw a reinvigorated Year 5 student body volunteer to become playground leaders. After a detailed expression of interest process, several students were selected to participate in a number of leadership building activities. After a graduation ceremony for the successful playground leaders, students were rostered on to assist junior primary students at recess and lunch times. Easily identifiable in the playground by way of a vest, students seek out the playground leaders when their assistance is needed. Regularly scheduled meetings with the playground leaders and school leadership team helps solidify the value student voice presents.

Student Librarians

Our Student Librarians play an integral role in the lunch time activities afforded by the library. These students volunteer their time at recess or lunch, manage their own duty rosters, set up and help plan craft activities, set up displays and interact with students daily. Their positive attitude and exemplary behaviour provides all of our students with valuable role models. The Student Librarians discuss ideas for competitions and challenges and help run these for our eager students.

Maths Mastery

Maths Mastery has continued to play a pivotal role in celebrating student achievement in skip counting and multiplication fluency. Occurring every fortnight on a Wednesday, students from Pre-primary to Year 6 eagerly challenge themselves against the clock to attain a range of coveted Mathematics badges. Students are required to correctly answer 15 multiplication problems within 30 seconds. Student who are successful are proudly published on the school's social media accounts and those who are unsuccessful are provided feedback and encouraged to try again the next Maths Mastery session. In 2022 a total of 204 Maths Mastery badges were handed out.

Clubs

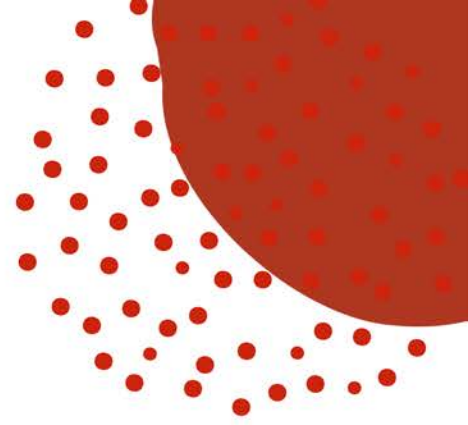
In 2022, student input was sought on a range of potential clubs with a significant number being presented to the Leadership Team for consideration. Overwhelmingly, 'Lego Masters', 'Hand Tennis', 'Beyblade Bros' and later on, in response to the Pokémon craze, a 'Pokémon Club' were established. Led by passionate student leaders, they developed expectations, advertising posters and established set routines for the setting up and packing up of the equipment each day. We look forward to seeing what student submissions are presented in 2023.



Highlights



Positive Behaviour Support



The Baynton West Primary School Positive Behaviour Support (PBS) committee is continuing to grow with a strong team of thirteen members across every year level as well as Specialist Teachers and Education Assistants. Our priority is to ensure our children have the best possible positive behaviours throughout their primary schooling life and onwards. We have three meetings a term and have revamped all of our lessons to include our newest team members. Our term assembly draw is a hit with the students, with an \$80 prize to both the winning junior and senior classes.

We had many highlights in 2022; some of these included our School Culture Day, where classes teamed up to work together to complete activities which gave our children confidence and a sense of pride. In the older years children were lining up to be dressed as the characters, Safety Boy, Mr Resilient, Rosie Responsibility and Beckie be your Best so they could go into the Early Childhood area as well as the upper school at recess and lunch time to identify positive behaviours the children were doing with our coloured PBS tokens. The characters are a huge hit in Pre-primary and Kindergarten.

Classes include the PBS way of life into their assembly items and in music our PBS song is revisited many times to ensure our new students know the words. Our new staff are also taught the PBS culture at School Development days and Baynton Bits as well as our communication meetings on a Friday. We are proud of our students and their exemplary behaviour given the size of our school and our negative behaviours are minimal which is a huge credit to our Positive Behaviour Support program. This will be our eleventh year of PBS, we continue to go from strength to strength and our Pilbara Network has grown to include the Kimberley region.



Education Support

As a school, our staff, parents and students are committed to building a stimulating and inclusive environment where every child has the opportunity to fully develop their academic, social, emotional, physical and creative potential. We currently have 30 students with a diagnosed disability and a proportion of students with an imputed disability. We respond to individual needs, unique talents and support all students to access individual learning outcomes. To achieve exceptional outcomes for all students, we have a cohesive whole school approach that is supported by the following initiatives:

- Whole school approach to integrating sensory tools into everyday learning
- Nurture and Care Room for students to self-regulate using trauma informed practise
- Close working relationship with Allied Health to support students to access the required therapy
- Coaching to support and upskill Education Assistants to enable them to deliver effective learning programs
- A partnership with WACRH to host Occupational Therapy and Social Worker interns who support students and offer upskilling to staff
- Promotion of International Day of Disability
- All staff trained in Asthma, Anaphylaxis and Epilepsy
- Autism support teachers from the School of Special Education Needs: Disability, working with Teachers and Education Assistants to provide targeted support for students and staff
- School Psychologists servicing students' educational needs five days a week
- School Health Nurse support
- Trauma informed approach and specialised training



Mathematics

2023 was another great year for Mathematics teaching at Baynton West Primary School. With an increased focus on the mathematics subject, teachers participated in coaching sessions, observations and data analysis.

Mathematics Program

The teaching of Mathematics at Baynton West Primary School follows the school's instructional design model and ensures all students are provided with the support and opportunity to demonstrate mastery at every level. Continuing with the evidenced based and highly successful Pr1me Mathematics program, students from Years 1 to 6 were engaged with interesting and challenging daily lessons. Utilising the Concrete-Pictorial-Abstract philosophy students are provided with a systematic approach to think critically and flexibly on how to best represent and solve problems.

In 2023 our focus was on the continued refinement of schoolwide Mathematics scope and sequence documents. In collaboration with teachers, lesson objectives and success criteria were created for each lesson. Whilst used as an aid, teacher autonomy to adjust and recreate essential success criteria remained, so that class needs could continue to be met. Additionally, essential daily review components were also provided which allowed for teacher pre-assessment of essential concepts in the weeks leading up to the commencement of new maths concept being taught. Parallel lessons were formally introduced in 2023, to provide students with explicit opportunities to learn content.

Assessment

Assessment in Mathematics is a fundamental process that not only allows teacher judgement on the learning progress of students, but crucially allows for student reflection and deeper understanding. This year, teachers from Year 3-6 implemented the Pr1me Digital Assessment into their classes. Whilst teacher workload decreased, the digitisation of the assessments ensured students were able to receive more timely feedback on learnt concepts. At times, teachers still found paper and pencil assessments were required, however, feedback from students and teachers is this new assessment format is beneficial to monitoring performance and checking for student understanding.

Essential Understandings

Assisting our teachers in the understanding of critical and foundational mathematical facts, a list of 'Essential Understandings' were created for each year level, from Kindergarten to Year 6. This list comprises elements from all 3 strands of the curriculum and provides a baseline to prioritise important skills and mathematical facts. By ensuring students have a consistent and challenging baseline of facts, students can prioritise cognitive processing towards newer skills and concepts. Automaticity of these Essential Understandings is gained through their incorporation in the daily review. The overall goal is to have students deliver correct answers immediately from memory before enabling fluency through application, because without automaticity students will not possess fluency.



Sensory Intervention and our Morning Routine

Starting the day right - Morning Routine

Across all classrooms, our morning routines showcase and set the scene for our calm and orderly learning environment. When beginning the school day, students are engaged with morning work that supports and consolidates their in-class learning. For our students, this provides the ideal opportunity for retrieval and rehearsal of prior learnt concepts, and an opportunity to build their fluency in the areas of high frequency word reading, spelling and mastering of the multiplication tables.

Our teachers utilise this time to connect, check in on the progress of students through completion of 1:1 assessment in reading fluency, reading comprehension, skip counting and multiplication mastery. Our morning routine is imperative for ensuring our students are welcomed, settled and ready to seize the day of learning.

Developing the whole child

To support all students in accessing the curriculum and achieving their personal best we provide a sensory rich environment that includes all learners. Teachers meet and attend coaching with our Learning Support Coordinator, and in phases of learning teams to integrate tools into the classroom routines.

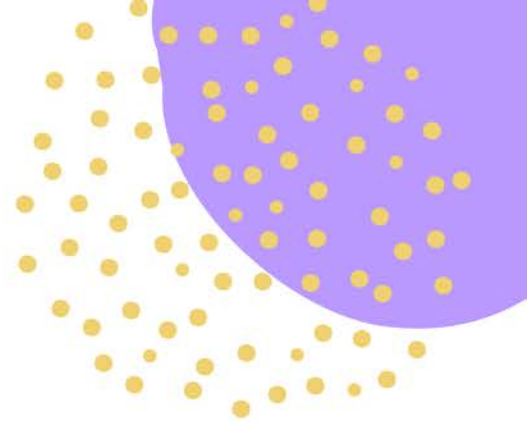
We cater for the preferences of our students' multifaceted characteristics and needs through consultation and collaboration with our student Occupational Therapists (OTs) and Social Work students.

Curtin University Occupational Therapy students, in partnership with Western Australian Centre of Rural Health, provide early intervention and paediatric interventions to school-aged students. Student OTs produce professional learning materials, capacity build around emotional regulation and handwriting within staff, as well as observe and run programs in classes.

Student Social Workers promote mental health and wellbeing through whole school community events such as "R U OK?" Day and participate in PBS Culture Day. They work with cohorts, classes and small groups around emotional wellbeing, conduct preparation for events such as school camps, upskill parents and carers on topics such as separation anxiety through tip sheets, and explicitly teach life skills. This helps students navigate and be responsive to their changing world.



Sensory, Intervention, and our Morning Routine



Reaching our full potential – English Intervention

Achieving a high level of functional literacy is essential to our students' success in their daily lives as they learn, work, play and engage with each other and within the community.

At Baynton West Primary School, our staff target focus groups catered towards a range of data sets including students who are above expected level, as well as those who experience barriers to learning. Targeted students attend four block sessions of a half hour per week from Pre-Primary to Year 5. Staff complete extensive training to deliver the program with vigour to hit attainment targets.

We offer engagement to a great number of children through intensive cycles of explicit and systematic teaching of phonics, phonemic awareness, fluency, vocabulary and comprehension. Movement, sensory and esteem building are embedded to suit the needs of the whole child.

Reading Embassy

Our before school reading intervention program 'Reading Embassy' is a targeted approach focused on supporting the development of Phonemic Awareness, Phonics Knowledge and Reading Fluency amongst our Year 1 and Year 2 students. Our morning reading sessions are high impact, and consist of a rigorous delivery of concepts and opportunity to apply these skills into practice. Our Reading Embassy program runs with the support of our Year 3, 4 and 5 Reading Ambassadors who complete a written application to apply to become one of our school reading leaders. These students demonstrate a high degree of responsibility and leadership, alongside a strong academic ability in reading. Being a Reading Ambassador is a highly coveted and respected leadership role. Our Reading Ambassadors work with our Year 1 and Year 2 students and support them with mastering high frequency words, applying spelling rules and reading texts to develop fluency. Reading Mastery Reading Mastery is our before school enrichment program, designed to build and further develop the skills of good readers. Students from Year 2 and Year 3 are invited to take part in this program, where they are exposed to high quality texts, rich in vocabulary, and extensive levels of higher order text questioning. Run by our highly skilled Education Assistants, Reading Mastery is focused on extending the good reading skills these students already have by developing their understandings when comprehending text and enriching their academic vocabulary.

Reading Mastery

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Highlights



We opened Waja Guma



Kevin Michel MLA helped judge our Book Week Parade



Even our teachers love Book Week



Grug even turned up

The Arts

Music

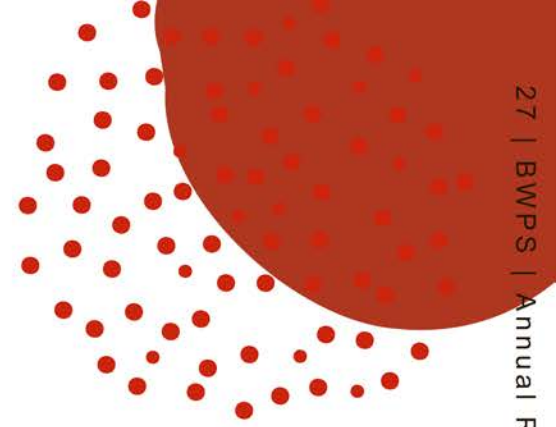
2022 was another successful year in the Music Department. All students were engaged in learning experiences through an array of musical facets. In Junior Primary, students were exposed to a variety of tuned and non-tuned percussion instruments such as boomwhackers, desk bells, glockenspiels and an array of different drums. They experienced music through movement, performance, composition, and response. In the senior years, students develop on their previous instrumental experiences with the addition of recorder, marimbas, ukuleles, djembe drums as well as iPad technology to play and compose with.

Students from Years 1 to 6 are given the opportunity to learn an instrument as well as create compositions encompassing their learnt theory. This provides tangible, 'real life' music skills that students can take with them. Students are also taught how to respond to music as audience members and through listening activities where they can apply their knowledge of the musical elements and specific cultural and stylistic conventions of different musical styles.

Students had the opportunity to take part in an array of extra-curricular music programs in 2022. These included Junior Music Club, Recorder Club, Year 4 'Beat Busters' (percussion group), Year 5/6 'Beat Busters', Ukulele Group and our school Performance Troupe. The Beat Busters performed on a rotational basis at weekly assemblies to accompany the National Anthem as well as the Baynton West Primary School Song. The Performance Troupe performed at Carols by Glowlight in Dampier, and all three ensembles opened the Baynton West Primary School End of Year Concert.



The Arts



Visual Arts

We have had an amazing year in the Visual Arts Department. The whole school has focused on various themes throughout the four terms and students were introduced to the work of many International, Australian and Indigenous Artists. During these programs, students have utilised various mediums and explored many different techniques.

Throughout the year, all students had the opportunity to participate in Art Club. Art Club is an extra-curricular program run on Monday and Wednesday lunchtimes for Year 1 to 6 students who love making Art, giving them the option to get creative in the Art Room. During the year, they explored a variety of materials and art mediums which included making large scale sculptural flowers and poppies for ANZAC Day wreaths.

In Term 2 the entire school collaborated to create a whole school artwork for 'NAIDOC Week: Get up! Stand up! Show up!'. Collectively, we created an art piece, that explored and celebrated this theme. Each student (PP-6) decorated a popsicle stick by writing a short sentence or word that represented justice, equity, and the recognition of Aboriginal and Torres Strait Islander peoples' rights, amplifying our collective voices.

In Term 3, our Year 6 cohort were fortunate to go on an excursion to visit the Cossack Art Awards. During the excursion students were treated to a guided tour of the exhibition, participated in a creative workshop, and were lucky to meet the artist in residence, Annette Peterson. Some talented students from this year group, presented Mrs Ledger and the school, their spectacular framed watercolour studies of Cossack buildings and landscapes, inspired by their excursion to the Cossack Art Awards. These will be displayed and enjoyed in the office for many years to come.

In Term 4, the CWA donated a Buddy Bench which was a project for our Art Club. Our students were given a brief to design artwork for the bench using only four colours and to then transfer the design onto the bench. The chosen design was bright, contemporary and represented the energy of our school. It was collaboratively painted onto the bench by our Lunchtime Art Club students. The Buddy Bench was placed in the school grounds where it is being utilised by students for a break, or if they are looking for a special buddy to make their day brighter.



The Arts

Arts Showcase

In Term Three, the Arts Department presented their inaugural Arts Showcase, to celebrate 10 years of Baynton West Primary School. The Visual Arts department had their superb work on display all evening, with almost every child in Pre-primary to year 6 having at least two pieces to showcase. The work was displayed within the Art Room and continued throughout the grounds of the school, to take our visitors on a visual journey. The art on display showcased the many different art mediums the students had explored throughout the year, including painting, drawing, collage, lino and foam printmaking and clay sculptures. The students worked hard for many weeks to create exceptional artwork and were incredibly excited and proud to share their wonderful creations with the community.

The Music Department had a range of students from Year 1 to 6 perform and it was a roaring success. For the first half of the showcase, Year 1 students performed 'Ipsy Wipsy Spider', showcasing their understanding of ascending and descending melodic patterns, Year 2 students from performed 'Gently Sleeping' on a variety of tuned percussion and then our Year 3 Recorder Club blew everyone away with their rendition of 'We Will Rock You'.

Following this first set, families were able peruse the Visual Arts Exhibition during the intermission, with a hotdog in hand, thanks to our wonderful P&C. In the second half of the show, our Year 4 Beat Busters performed a percussion piece called 'Going Home' and the Year 5/6 Beat Busters performed 'Moto Moto', both composed by 'Kaboom Percussion'. Following our percussion ensembles, our Ukulele group took to the stage and serenaded us with 'The Lion Sleeps Tonight'. Finally, The Performance Troupe concluded the evening with 'You Will Be Found'. There were certainly a few teary eyes in the audience after this item! It was a highly successful evening, full of talent, hard work and fun, and lots of community engagement.



Highlights



The library is always a hive of excitement



We welcome families on Fridays for our Learning Journeys



Presentation Night, when we join together to celebrate the year



We pride ourselves on our engaging classrooms

Physical Education

Baynton West Primary School's Physical Education Department has had a very successful 2022 calendar year. Each term we have competed in and hosted several carnivals with all our students thriving and participating to their maximum level. Baynton West Primary School's students have displayed that in the realm of sport our effort, engagement and passion are to the highest level, which is reflected in the students' and school's achievements, winning each of the following carnivals in 2022 -

- Interschool cross country
- Winter carnival boys' soccer
- Interschool jumps and throws day
- Interschool athletics carnival
- Basketball WA boys' interschool carnival

Term 1

During term 1 Pilbara Physical Education network did face setbacks unfortunately due to Covid-19, with the Dockers Cup being cancelled. However, our sporting culture and constant pursuit of excellence allowed us to push through and find alternatives in the AFL Faction Football carnival and long bomb competition. This carnival was a huge success with each faction being able to side a complete team comprised of our elite year 5 and 6 students. This allowed these students to display their high-level AFL football skills and sportsmanship which we expanded upon during Physical Education lesson this term. This would also not be possible to be as successful as it was without the assistance of the Clontarf Academy who refereed all our games and provided a well-deserved sausage sizzle for the students.



Physical Education

Term 2

This was one of our busiest yet most successful terms hosting both cross country races for each year 1-6 cohort and our early childhood students in Pre-primary and Kindergarten. Our students showed their determination and resolve, finishing the races and scoring points for their factions with enthusiasm. Sky was our school cross country champion showing their commitment and team work to push each other towards the championship.

Our cross-country preparation in addition to extra-curricular clubs such a before school runners club gave our interschool cross country team the winning edge and tools for victory. The student's dedication paid off with several students taking the podium and all our students finishing in the top 10 for their appropriate races.

- Junior Runner-up Girl - Imogen Harvey
- Intermediate Champion Girl - Isabel Chambers
- Intermediate Champion Boy - Anesu Watadza
- Senior Runner-up - Bailie Egerton
- Senior Champion Girl - Ella White

Our students were very busy in Term 2, displaying their wide variety of skills at the winter carnival participating in soccer, flag belt rugby and mixed tee-ball. All the teams practiced hard during lunch time and senior sport training sessions. An incredible effort was put forward by all our students with each team making the semi-finals; with the girl's flag belt rudy team coming runner up and the boys' soccer team taking out the championship.



Sun



Sky



Sturt



Spinifex



Physical Education

Term 3

Term 3 hosts our biggest carnivals for year for both Baynton West Primary School and the Pilbara Physical Education Network. These carnivals were all based around athletics for students to take pride in their athletic ability and show case the advancement of their fundamental movement skills. The first carnival of the term was centred our early childhood students participating in their first carnival races and presenting their growth in Fundamental Movement Skills. Following this our Year 1-6 students participated in their jumps and throws events with each student putting maximum effort in to score point for their faction. This led into our athletics carnival where students showed off both their individual and team skills. Our races throughout the day were filled with nail biting finishes requiring our slow-motion camera to source the winners. At the end of the day there can only be one winner which resulted in Sky winning both the team games and athletics championship shield lead by the Faction Captains Kai Angove and Lane Chappell. With no time to rest our athletics team was selected and began training with intensity and determination. Our interschool carnivals began with the jumps and throws day out at Wickham where the athletics team participated in several events with key performances from our senior students. We kept our momentum from the jumps and throws day and pulled it into the interschool athletics carnival which enabled our students to build upon their winning team culture and translate it into podium finishes. This ultimately lead to us taking out the overall Interschool Athletics championship lead by our year 6 captains, with a notable performance by Kiera Fawcett who won the overall Champion Girl and every event that she was in, taking home a clean sweep.

Results:

1st	Sky	386
2nd	Sun	266
3rd	Spinifex	183
4th	Sturt	145



Physical Education

Faction carnival champions

Year 1 Boys' Runner up Champion: Archie Ryan
Year 1 Girls' Runner up Champion: Marni Bilic
Year 1 Boys' Champion: Maison Smith
Year 1 Girls' Champion: Maddison Smith & Izarah atkins
Year 2 Boys' Runner up Champion: Caleb Miligan
Year 2 Girls' Runner up Champion: Imogen Harvey
Year 2 Boys' Champion: Eli Angove
Year 2 Girls' Champion: Emilia Jordan
Year 3 Boys' Runner up Champion: Diezyl Reeve
Year 3 Girls' Runner up Champion: Skyla Dodd
Year 3 Boys' Champion: Sonny Reeve
Year 3 Girls' Champion: Clarissa Ugiagbe
Year 4 boys' Runner up Champion: Anesu Watadza
Year 4 Girls' Runner up Champion: Willow Reeve
Year 4 Boys' Champion: Elijah White
Year 4 Girls' Champion: Isabel Chambers
Year 5 Boys' Runner up Champion: Kynan Corps
Year 5 Girls' Runner up Champion: Isabella Bishop
Year 5 Boys' Champion: Jack Grylls
Year 5 Girls' Champion: Baylee Dodd
Year 6 Boys' Runner up Champion: Taj Hunt
Year 6 Girls' Runner up Champion: Ella White
Year 6 Boys' Champion: Kai Angove
Year 6 Girls' Champion: Kiera Fawcett



Term 4

The final term of the year contained one carnival being the basketball WA summer slam series. Baynton West performed excellently at this carnival with both the boys and girls team making the grand final. The girls put their best effort forward and finished runner-up and our boys team fought valiantly to take home the championship. With basketball being such a popular sport at Baynton West and we carried over the momentum for the Basketball WA carnival and introduced our own faction basketball competition. Year 3 and 4 students competed and lunch times throughout the term in mixed basketball teams with Spinifex winning the competition.

By Branden McGrath
Senior Health and Physical Education Specialist, Runner Up MVP



Physical Education



Interschool
Cross Country Team



Interschool Basketball
Boys Team



Interschool
Athletics Team

Cross Country Champions

Year 1 Boys' Runner up Champion - Mason Ford

Year 1 Girls' Runner up Champion - Hannah Bembridge

Year 1 Boys' Champion: Archie Ryan

Year 1 Girls' Champion - Maddison Smith

Year 2 Boys' Runner up Champion - Tai Homann

Year 2 Girls' Runner up Champion - Kelsey De Koker

Year 2 Boys' Champion - Caleb Miligan

Year 2 Girls' Champion - Imogen Harvey

Year 3 Boys' Runner up Champion - Nate Scott

Year 3 Girls' Runner up Champion - Lily Chambers

Year 3 Boys' Champion - Sonny Reeve

Year 3 Girls' Champion - Lucy McNaught

Year 4 Boys' Runner up Champion - Anesu Watadza

Year 4 Girls' Runner up Champion - Esther

Year 4 Boys' Champion - Elijah White

Year 4 Girls' Champion - Isabel Chambers

Year 5 Boys' Runner up Champion - Kynan Corps

Year 5 Girls' Runner up Champion - Elodie Payne

Year 5 Boys' Champion - Jack Grylls

Year 5 Girls' Champion - Bailie Egerton

Year 6 Boys' Runner up Champion: Landon Bennetts

Year 6 Girls' Runner up Champion - Kiera Fawcett

Year 6 Boys' Champion - Kai Angove

Year 6 Girls' Champion - Ella White


Highlights



Our P&C created a vegetable garden



Remembrance Day at the Karratha RSL

 Public education in Western Australia
11 November 2022

WE WILL REMEMBER THEM ❤️❤️❤️

Staff and students across WA have come together to observe a minute's silence for #RemembranceDay. Today we honour those who died or suffered for Australia's cause in all wars and armed conflicts and commemorate them for making the ultimate sacrifice. Lest we forget.

Baynton West Primary School | Comet Bay College | Durham Road School | Eaton Community College | Geraldton Primary School | Boyanup Primary School | Orelia Primary School | Southern River College



Featured by @Public Education Western Australia



World Teacher Day

Year 5 Coral Bay Camp

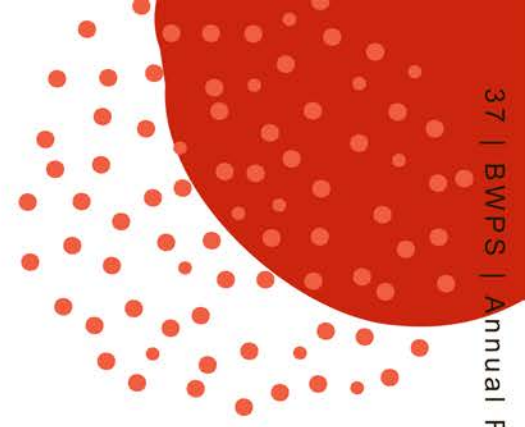
In Term 3, 2022, two groups of Year 5 students travelled to spend a weeklong camp at Coral Bay. When they first arrived after that very exciting bus trip, the students quickly established their tents with their chosen group of friends and made their homes for that week neat and tidy ready for their first inspection. The fun and adventurous week began with once in a lifetime experiences such as snorkelling in open water, sightseeing on the glass bottom boat, participating in the Amazing Race and beach games. They had a 'Finding Nemo' movie night as well as some very intense volleyball competitions between the students and teachers.

Through the activities the students challenged themselves which led them to reaching outside their comfort zones. All students showed excellence by demonstrating resilience, determination, and persistence as well as a sense of self-achievement. Due to this astounding experience the students were able to establish and build relationships, interpersonal skills, resiliency, and independence. Above all, every student demonstrated the Baynton West Way in being exemplary role models.

Throughout the week all students built on their personal skills by taking turns serving food and cleaning up after meals. This created a real sense of belonging within the groups. It was wonderful to see the relationships and personal growth that came out of the Year 5 Coral Bay Camp. This experience was one that our students can look on for the future and will be one that they talk about for many years ahead.



Year 6 Perth Camp



In Term Four 2022, the excited Year 6 students were finally ready to embark on the long-awaited Year 6 Camp. Perth, being the final destination, was ready to accept the two eager groups of enthusiastic campers. The students, along with their teachers, set off from Karratha Airport on the two hour flight to Perth. The atmosphere in the plane was filled with the smell of lollies, excitement and conversation of all the activities they would soon be doing.

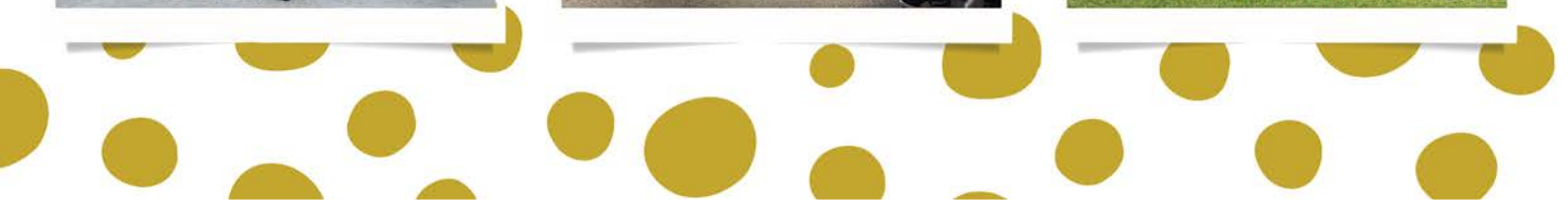
Perth greeted the campers with a breath of warm fresh spring air. With a spring in their step, the groups embarked on their bus journey to the Point Walter Camp Grounds. Winding between the lavish homes of Applecross, the students spoke about the homes they would live in when they grew up. The Point Walter area looked over the Swan River and was surrounded with lush native bush. In the distance, a clear picturesque view of Perth city finished off the tranquil scene.

Upon arrival at the site, the students were assigned their dorm rooms and settled in. That afternoon, the students tested their nerves and climbed the high ropes and used their teamwork skills during the pool games. It was soon time for dinner and the campers were thrilled with the marvelous meal they were served.

Throughout the five-day camp, the students engaged in many academic activities, that saw them travelling around Perth. They looked back in time with a visit to the newly renovated Western Australian Museum Boola Bardip, where they explored modern and natural histories of the world. The Maritime Museum was an opportunity to learn about Western Australia's maritime history and experience the stories of many seafaring Australian's. The students struck gold at Perth Mint, which gave them a chance to see gold being turned into a bar and receive a gold coin. The spookiest of all the experiences, was certainly the night tour of Fremantle Prison. Home to scary cold cells and many historical facts, the students scarcely followed the tour guide through the dimly lit prison, occasionally finding themselves spooked.

In keeping with the political theme being learnt in the classroom back at home, the students were provided with a hands on learning experience through the Constitutional Centre of Western Australia and Parliament house. This saw the students learning about Australia's constitutional history, as well as sitting in Parliament and passing a law. A highlight of many students trip would be the Roller way's night, where the student roller skated around and played the many arcade games. Nearing the end of the journey, the final night was spent by the ocean having dinner at Cicerello's in Fremantle. The students were filled with memories that would last a lifetime and shared the rest of their night watching a movie together. On the Friday morning, the students packed their things and made their way to the airport.

It is a magnificent experience for Year 6 students to have. Camp builds friendships, resilience, and provides the students a sense of independence.



Student Attendance

A whole school approach to attendance continues to play a pivotal role in encouraging students to attend school. Each week the Leadership Team calculates each classes attendance percentage and communicates this with teachers. Each class then sets a new weekly target and displays this on their classroom notice boards. The senior and junior class with the highest attendance rate each week are awarded the Attendance Trophy at a weekly assembly. Students proudly accept the trophy and are motivated to attend school wherever possible.



YAY! We're SO HAPPY you're here!
"Children are at the heart of our school"

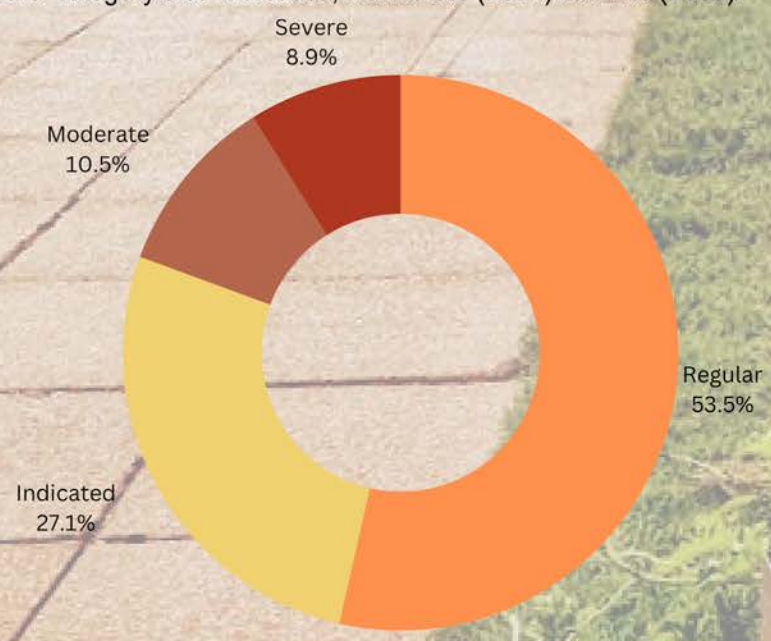
We introduced a Welcome Note for our students in Term 4. This replaced the Late note. We felt this was a more positive start to the day for our families, as we are really happy to see them every day.

With COVID-19 prevalent in the Western Australian community for the first time, a drop in attendance in Term 1 was expected. Across the 2022 school year, regular, indicated, moderate and severe attendance rates remained stable, however overall regular attendance rates declined to 53.9% when compared to 2021 (68.2%). Whilst disappointing to see a decline of 15% in comparison to 2021, our regular attendance was greater than both like and WA Public schools in 2022. Additionally, indicated and moderate attendance groups, whilst greater in comparison to 2021, were lower than Like and WA Public Schools.

	Non-Aboriginal			Aboriginal			Total		
2020	93.0%	92.6%	93.2%	72.5%	86.1%	77.6%	89.5%	92.2%	91.9%
2021	92.9%	92.1%	92.4%	73.3%	84.4%	76.8%	89.6%	91.5%	91.0%
2022	90.1%	88.2%	88.3%	64.3%	79.8%	69.5%	85.5%	87.7%	86.6%

Attendance Profile

- There was an overall decline in overall regular attendance, compared to 2021, of 4.1%.
- There has been an 8.4% increase in the percentage of students in the 'indicated category, 18.7% (2021) to 27.1% (2022).
- The 'Moderate' category saw a significant increase, from 7.7% (2021) to 11.7% (2022), an increase of 4%.
- The 'Severe' category also increased, from 5.3% (2021) to 7.4% (2022).



Student Attendance

Destination Schools

At the end of 2022, our Year 6 students were ready to continue their educational progress and embark on their high school journeys. Of the 87 Year 6 students, the majority remained in Karratha, enrolling in Karratha Senior High School (46%) and St Luke's College (39%). We had a further five students transition to private schools (6%) with the remaining students attending various public schools across Perth and interstate (9%).

Destination Schools	Male	Female	Total
4056 Karratha Senior High	21	19	40
1335 St Luke's College	15	19	34
1074 Guildford Grammar School	2	0	2
1487 Austin Cove Baptist College	0	1	1
1438 Australian Chr Coll Southland	1	0	1
4213 Bob Hawke College	1	0	1
1041 Christ Church Grammar School	1	0	1
4192 Joseph Banks Secondary College	1	0	1
5236 Kalumburu Remote Community School	0	1	1
4126 Willetton Senior High School	0	1	1

Red Dog Award

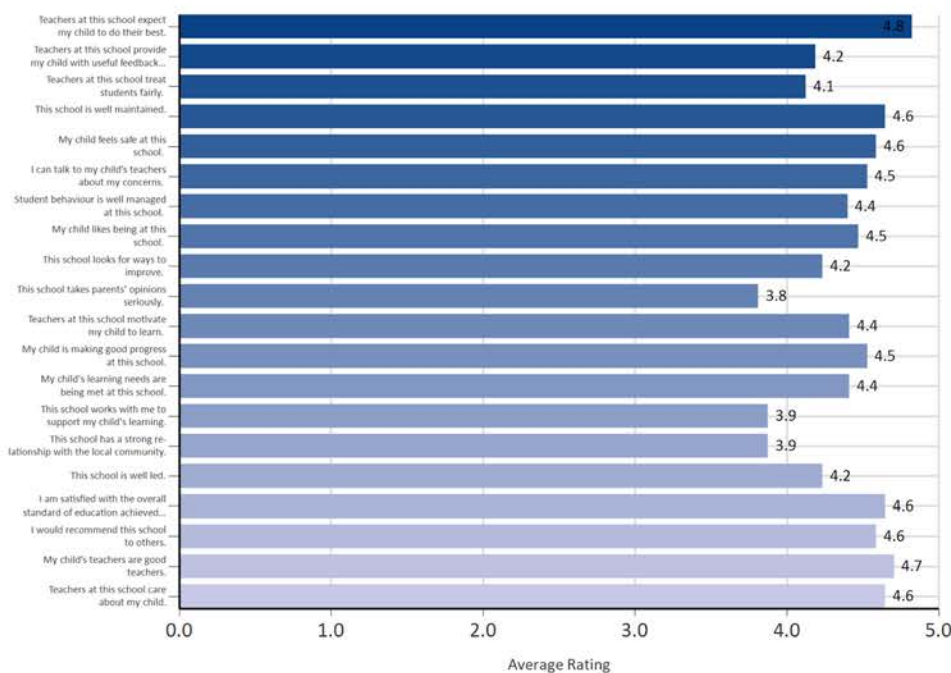
With the introduction of the Red Dog Award in 2021, designed to encourage student high attendance rates and positive behaviour, overall student attendance has continued to decline year on year, in line with the trend observed with both Like and WA public School attendance rates. In 2022, the Red Dog Award was awarded to students who displayed exemplary behaviour and high levels of attendance throughout the school year. Each term students can be awarded a different coloured Red Dog Award pin, if they meet the following requirements; over 85% attendance, received no detentions, received no suspensions and maintained 'Good Standing' status. Pins may be proudly worn daily on the students' t-shirt collar. A review of the Red Dog Award is expected in early 2023.



School Survey

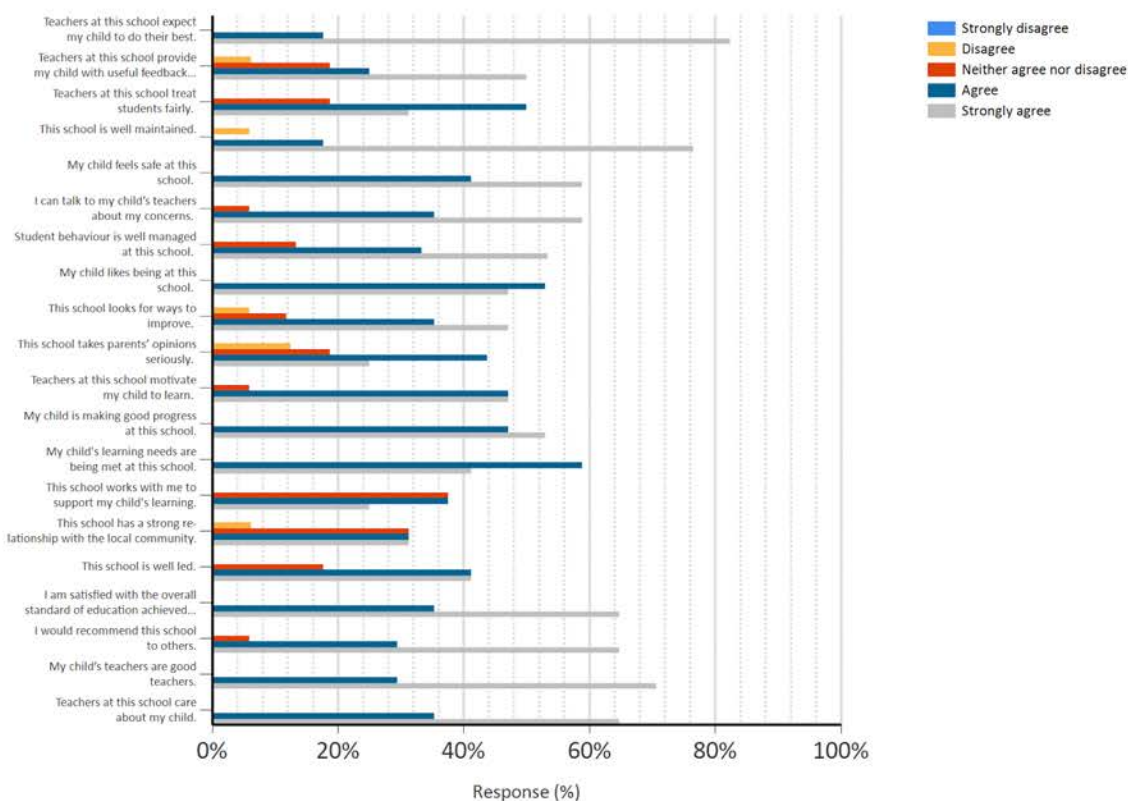
Year One Parent and Caregiver Survey Transition to Formal Schooling Survey

17 parents responded to the survey
Parent/Caregivers were asked to rate the following statements using a five-point rating scale

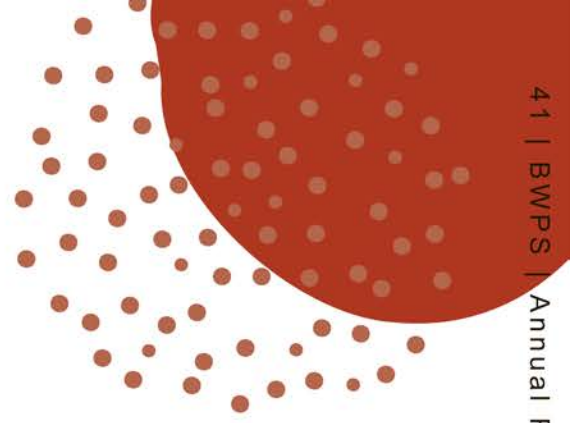


Our staff celebrated that 100% respondents reported that:

- Teachers expect my child to do their best.
- Parents/caregivers are satisfied with the overall standard of education at the school.
- Teachers at this school care about my child.
- My child's teachers are good teachers.
- My Child feels safe at this school.
- 10% of parents disagreed with the statement, "The School takes parents feedback seriously."
- The difficulty is that we ask for feedback at several points throughout the year.
- Out of 120 parent/caregivers surveyed as part of this survey, we received 17 responses.



School Survey



How prepared was your child for formal schooling?
We received these responses.

I think it was a big jump, my child is also one of the younger ones but thankfully we have been matched with a teacher who has really tried to bond with our child and see them for who they are and we've had a much better start to the year than last year. The classroom teacher makes all the difference even if the kids are not fully prepped for formal schooling.
My child attended Kindy And was familiar with the school routine. I do feel 1:1 care/ teaching is needed on occasions
My child had lots of additional support in class to get them to the level of the other students and I felt that they were very ready for year one
Prepared enough.
They already learn how to read which is much needed for transition
They were under prepared for the transition in terms of navigating the school playground. Being able to find friend at breaks in such a big school could be better supported in the initial weeks. This added to stress and overwhelm.
Unsure
Very
Very prepared. The transition to year 1 has gone smoothly.
Very well prepared and felt confident moving into year 1.
Very well prepared. She attended kindy and before this daycare 3 days a week
VERY!! my child is 'that one' the child who would try run out of the class / pre school area kicking and screaming. I was terrified he would do that without the safety of the pre-school cage. So far so good!!
Well prepared and transitioned easily
Well prepared as he is the youngest of 3 kids.
Well prepared but still very nervous.
Well prepared.

The results from the survey indicate that the transition to Year One program has worked well. We will continue to provide a strong transition program throughout the year and provide opportunities for Pre-primary students to engage with the campus beyond the Early Childhood area. Our teachers are complimented for their dedication and care demonstrated for their students.

What did our School do well to support your child transition into Year one?
We received these responses.

Allowing them to have recess and lunch in term 4 with the rest of school really helps settle those nerves of going into big school. Visits to year 1 classrooms and meeting the year 1 teachers, so they know what to expect x
Away for any transitions
Building up confidence and making them more independent.
Getting them comfortable with change. And transitioning.
I think of the reading and beginning homework really helps, visiting the classes and being in the playground was worthwhile.
Increase their independence and sense of responsibility
Info night
Let them have lunch in the older kids area Letting them be as independent as possible at drop off and pick up
Letting my child go into year 1 classes in pre primary
Term 4 transition days were good
The few weeks before school last year finished they were allowed to have lunch outside of the gates
The teacher identified ways to engage and interact with our child that encouraged them, kept them focussed on what is expected in year one without feeling deflated or belittled.
The transition of visiting classrooms and playing outside at recess and lunch to familiarise them.
Transition Days worked a treat and getting to go in both classes. He has been blessed with a teacher that can work with him. His previous teacher still pops in to say hello. He liked going into the different classes.
Transition in term 4
Unsure.

NAPLAN 2022

National Assessment Program - Literacy and Numeracy

WRITING	YEAR 3	YEAR 5
COHORT MEAN	424	497
WA PUBLIC SCHOOL MEAN	415	475
SPELLING	YEAR 3	YEAR 5
COHORT MEAN	419	510
WA PUBLIC SCHOOL MEAN	412	503
GRAMMAR & PUNCTUATION	YEAR 3	YEAR 5
COHORT MEAN	428	510
WA PUBLIC SCHOOL MEAN	424	495
NUMERACY	YEAR 3	YEAR 5
COHORT MEAN	382	491
WA PUBLIC SCHOOL MEAN	393	485
READING	YEAR 3	YEAR 5
COHORT MEAN	416	499
WA PUBLIC SCHOOL MEAN	425	501

The Premier's Reading Challenge



Students were very excited to receive their certificates



The Premier's Reading Challenge



Winner of a school with 601-1000 students



Mia Grey won the Year 3 to 5 most books read category

PAT Testing Results 2022

MATHEMATICS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Baynton West Primary School Average	107.3	104.6	108.9	118.8	120.9	126.7
National Average	93.2	103	110.9	117.4	122.7	127
READING	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Baynton West Primary School Average	80	97.4	111.7	117.4	124.7	127.9
National Average	84.2	100.5	110.9	118.7	124.5	128.8
SPELLING	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Baynton West Primary School Average	N/A	N/A	112.9	115.9	128.1	142.5
National Average	N/A	N/A	97	112	124	132

Progressive Achievement Testing

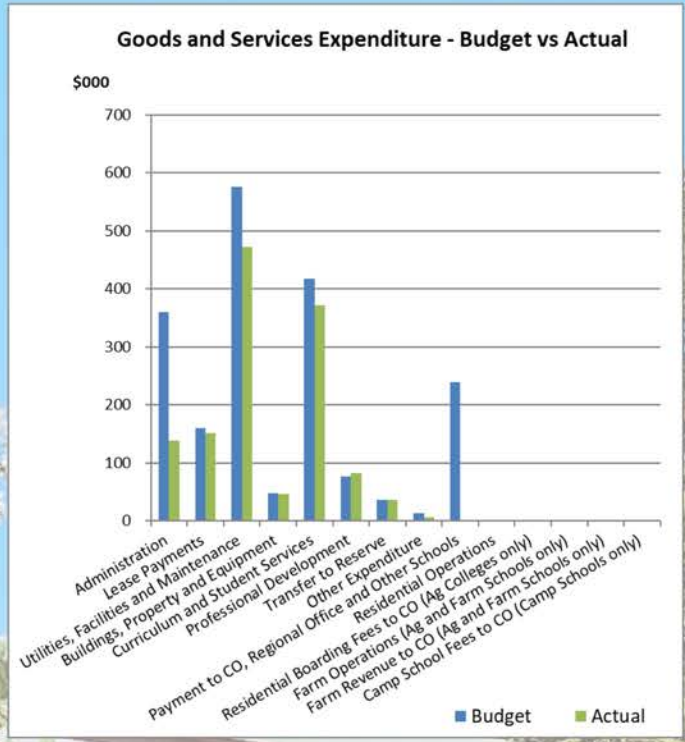
GRAMMAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Baynton West Primary School Average	N/A	N/A	124.5	126.1	130.2	131.6
National Average	N/A	N/A	115	123	128	131
VOCABULARY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YAR 5	YEAR 6
Baynton West Primary School Average	N/A	N/A	110.9	118.3	120.4	126.7
National Average	N/A	N/A	107	112	118	125



School Budget Summary

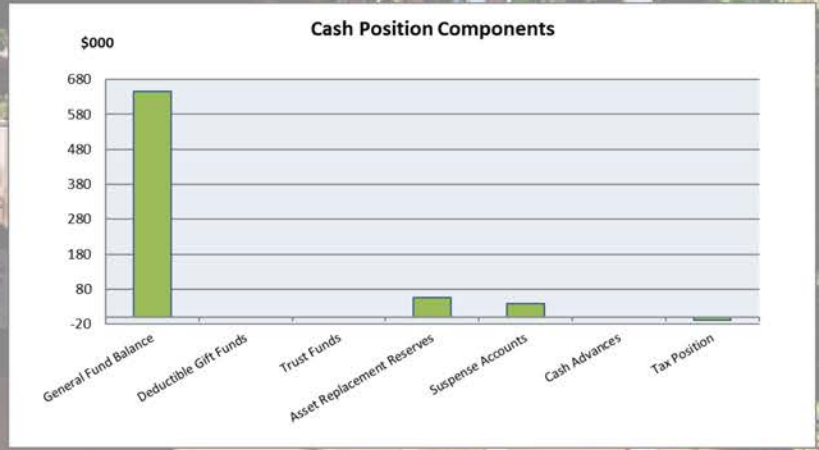
Expenditure Summary

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 360,634.59	\$ 138,253.92
2	Lease Payments	\$ 160,578.00	\$ 151,452.53
3	Utilities, Facilities and Maintenance	\$ 575,292.64	\$ 471,640.36
4	Buildings, Property and Equipment	\$ 48,097.57	\$ 46,904.31
5	Curriculum and Student Services	\$ 417,605.21	\$ 371,501.41
6	Professional Development	\$ 76,080.50	\$ 81,725.16
7	Transfer to Reserve	\$ 36,176.00	\$ 36,176.00
8	Other Expenditure	\$ 13,627.99	\$ 6,434.95
9	Payment to CO, Regional Office and Other Schools	\$ 239,672.94	\$ 350.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 1,927,765.44	\$ 1,304,438.64
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 1,927,765.44	\$ 1,304,438.64
Cash Budget Variance		\$ 4,782.61	



Cash Position

Cash Position Components	
Bank Balance	\$ 731,429.59
Made up of:	
1 General Fund Balance	\$ 644,895.60
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 55,441.00
5 Suspense Accounts	\$ 39,145.99
6 Cash Advances	\$ -
7 Tax Position	\$ (8,053.00)
Total Bank Balance	\$ 731,429.59



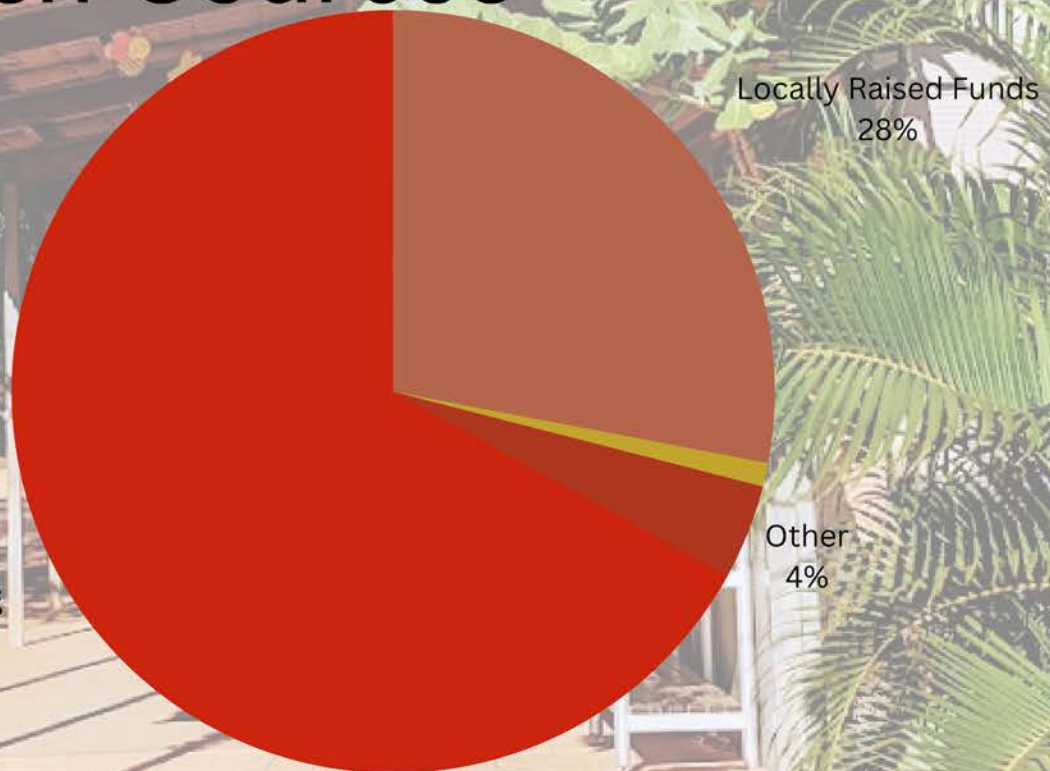
School Budget Summary

Income Summary

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 25,877.00	\$ 25,877.00
2	Charges and Fees	\$ 178,815.30	\$ 185,556.24
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 188,129.86	\$ 188,172.37
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,300.00	\$ 3,300.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 47,410.85	\$ 55,270.29
9	Transfer from Reserve or DGR	\$ 20,930.00	\$ 20,930.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 464,463.01	\$ 479,105.90
	Opening Balance	\$ 520,223.00	\$ 520,222.93
	Student Centred Funding	\$ 947,862.04	\$ 950,005.41
	Total Cash Funds Available	\$ 1,932,548.05	\$ 1,949,334.24
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,932,548.05	\$ 1,949,334.24



Actual Cash Sources



Student Centred Funding
67%

Locally Raised Funds
28%

Other
4%



Growth and Inspiration

Baynton West Primary School

2 Marniyarra Loop Baynton West WA 6714

T: 08 9187 6200